Reading Enrichment

BROUGHTON
HIGH SCHOOL
Achieving Together

We use reading enrichment to empower students who previously experienced reading as a barrier. Reading is used as a tool to ‘advise / counsel’ and by taking part it in reading it makes us ‘richer’ intellectually.
Students begin by exploring the etymology and morphology of the words ‘Reading Enrichment’ and a graphic explaining the complexity behind the reading process.

Reading Enrichment

The word ’read’ comes from Middle English *reden*, *ireden*, "to counsel, advise’

Suffix –ing = action, result, product

Prefix en- = in, into

The word ‘rich’ comes from Old English ‘strong, powerful; great, mighty; wealthy’.

The word ‘enrich’ comes from late 14c. (from old French), "to make wealthy’

Suffix –ment = result or product of

‘Reading Enrichment’ will have three strands

1. **Fluency work**

This will involve targeted fluency sessions, aiming to bridge the gaps between decoding and comprehension. By working on fluency, cognitive load is reduced meaning a focus on comprehension can be made.

2. Disciplinary reading

Students will be exposed to pre-complex texts from subjects across the curriculum ahead of their lesson. This will give our students the essential support and background knowledge required to unlock learning. Students will also have further practice whereby they read through a specific disciplinary lens (e.g. read like a Historian).

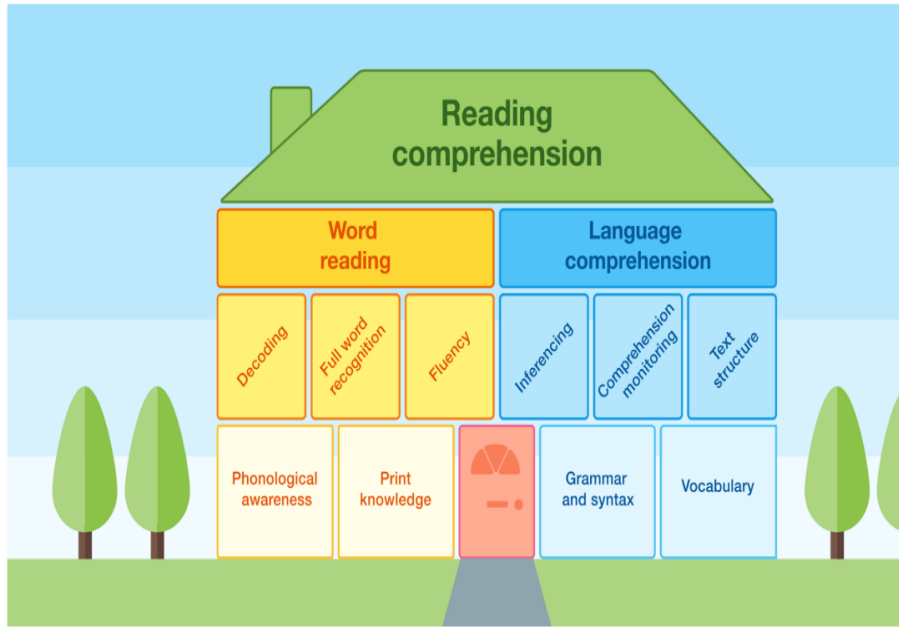
3. Whole novels

Students will read whole novels, with the teacher modelling fluency. The sessions will involve a minimum of 25 minutes of reading to ensure students gain significant reading miles.

Why fluency?

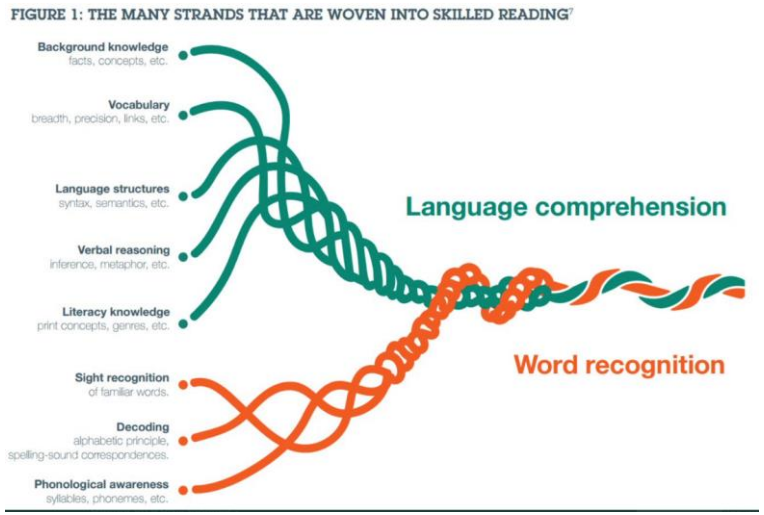
- Fluency is a necessary but not sufficient condition for proficient reading. Several reviews of research into fluency have demonstrated that fluency is significantly correlated with reading comprehension and overall achievement from the primary through the secondary and even the college levels (Chard et al., 2002; Daane et al., 2005; Kieffer & Christodoulou, 2020; Rasinski et al., 2 011; Rasinski et al., 2016; White et al., 2021). Moreover, research has also demonstrated that instruction in fluency leads to improvements not only in reading fluency, but also reading comprehension (Rasinski et al., 2 011; Stevens et al., 2017; Therrien, 2004).
- Fluency is the bridge between decoding and comprehension.

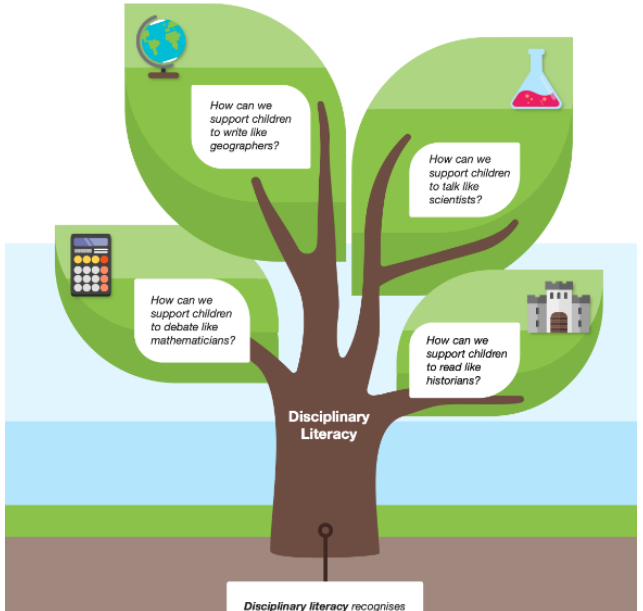
Figure 2: Reading comprehension—the sum of many parts
Adapted from Hogan, Bridges, Justice, and Cain (2011)



Why disciplinary reading?

- Reading skills are both general and specific. Whilst making use of a common reading approach, each subject will have its own disciplinary approach to reading.
- By giving students access to pre-complex texts, they will also have further practice reading through a specific 'lens'. Reading enrichment ensures students practise the full range of disciplinary reading beyond the subject classroom setting.





Why fast reading of novels?

Research shows the following:

‘Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned ‘poor’ readers as ‘good’ readers, giving them a more engaged, uninterrupted reading experience over a sustained period. In 12 weeks students made 8.5 months progress, but poorer readers made 16 months progress’. Westbrook 2019

‘In listening to and following a text read aloud by a more capable reader, who provides scaffolding, a less fluent reader can experience autonomy and fluency and bypass frustrating ‘sticking points’ at phonemic, semantic or word level to focus on comprehension.’ Wood et al 1976, Kuhn et al 2010

We hope to mitigate a reading deficit by increasing the reading miles encountered for our struggling readers.